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### Minutes, College of Arts & Sciences Faculty Meeting, February 24, 1988

Arts & Sciences Faculty

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Minutes of the Faculty of the College  
Minutes - February 24, 1988

Present: Barry Allen, Alexander Anderson, Edward Borsoi, Barbara Carson, Robert Carson, Steve Chandler, Kathleen Cherry, Doug Child, Edward Cohen, Thomas Cook, Daniel DeNicola, Linda Deture, Hoyt Edge, Larry Eng-Wilmot, Rick Foglesong, William Gallo, Lynda Glennon, Eileen Gregory, Laura Greyson, Donald Griffin, John Heath, Gordon Howell, Roy Kerr, Kimberly Koza, David Kurtz, Susan Lackman, Pat Lancaster, Edmond LeRoy, Barry Levis, Don Mansfield, John McCall, Alan Nordstrom, Philip Pastore, Pedro Pequeno, Patrick Polley, Donald Rogers, John Ross, Paula Satcher, Eric Schutz, Thaddeus Seymour, Marie Shafe, James Small, Robert Smither, Marilyn Stewart, Joan Straumanis, Bob Thompson, James Warden, Bari Watkins, John Weiss, Bill West, Arnold Wettstein, and Gary Williams.

The meeting was called to order at 4:50 p.m.

The minutes of the January 28, 1988 meeting were approved.

Rick Foglesong, chair of the Curriculum introduced Roy Kerr chair of Foreign Languages to discuss the foreign language placement proposal. Dean Watkins suggested a friendly amendment to Rick Foglesong's motion to accept the proposal. The friendly amendment called for a review of the policy after 3 years.

Considering the late hour the chair suggested that the two Position Papers be postponed until the next meeting.

The meeting was adjourned at 5:11 p.m.

## AGENDA

### MEETING OF THE FACULTY OF THE COLLEGE

Wednesday, February 24, 1988, Galloway Room

- I. Call to order.
- II. Approval of Minutes of Meeting, January 28, 1988.
- III. Foreign Language Placement Proposal (see attached).
- IV. Position Papers on Faculty work lives and workloads from Pat Polley and David Jacobson.
- V. Adjournment.



## FOREIGN LANGUAGE PLACEMENT PROPOSAL

Students may complete the foreign language requirement in one of the following ways:

- 1) By scoring 550 or above on the TOEFL Test. (This only applies to foreign students whose native language is not English.)
- 2) By scoring 500 or above on the Language Achievement Test of the CEEB.
- 3) By taking 4 years of the same language in high school during grades 9-12.
- 4) By transferring college level credit for successful completion of a 102 course (2nd semester) or higher in a foreign language.
- 5) All other students must complete at least one semester of foreign language study at Rollins, in accordance with the following scheme:
  - A) Students who have taken three years of the same language during grades 9-12 must either:
    1. Successfully complete the 201 course in that language. Such students may first place themselves in a lower level class (101 or 102) but may not receive credit for such courses.
    2. Successfully complete the 101-102 sequence of another language not studied in high school.
  - B) Students who have had two years of the same foreign language during grades 9-12 must either:
    1. Successfully complete the 102 course in that language. Such students may first place themselves in the 101 course but may not receive credit for such courses.
    2. Successfully complete the 101-102 sequence of another language not studied in high school.
  - C) Students who have had one year of a foreign language during grades 9-12, or who have never studied a foreign language, must successfully complete the 101-102 sequence of a foreign language.

NOTE: Some students may have studied more than one foreign language. Such students may select any of the languages to accomodate their foreign language requirement. In no case will a student receive credit for a 101 class in foreign language if he/she studied that language for two years or more, and in no case will a student receive credit for a 102 course if he/she studied that language for three years or more.

February 24, 1988

COMMENTS ON THE WORK LIFE OF PROFESSORS AT ROLLINS

by Dr David Jacobson

I have studied or worked in research and teaching in universities in 5 different countries. This may give me experience, but it does not provide me with the insight to find what are clearly acceptable solutions to the problems I perceive at Rollins.

Firstly, what are these problems? They boil down to the activities that professors are involved in: teaching (and all that goes with it, including non-teaching related interactions with students), administration and research. When people are involved in too much of all or any of the things they dislike doing, or not enough of those they would particularly like to do, then this leads to disaffection.

How are these problems handled in other places, and are there any implications for Rollins?

1. Teaching. a) My experience outside Rollins is of larger classes in university-type systems. But whether one has a hundred students in a class or 25 (as in a principles of economics class, for example), there are gaps between the ideal and the possible in terms of the professor's input. I would like



to set a test every week to ensure that students keep up with the material but do not have time to grade them; for students having difficulty, I should provide extra classes; and if I cover all the exercises set for homework in class, there is not enough time to cover the new material. My university in Dublin and all others I have worked in over the years solve these types of problems by employing tutors or graduate (or even senior undergraduate, as at Trinity College) assistants. There are many students in at least some parts of many courses here that could, I think, gain from this kind of assistance. And it would obviously lighten the professors' work load.

b) A second teaching related problem applies to all courses, and not just the introductory or principles classes. This is the extent to which students expect and professors provide explicit information on content, readings, exercises, essays, etc. I have argued with a number of my colleagues here over the past few months that there may actually be harm in the extent to which we spoon-feed students. The exceptional projects, for example, that would have resulted from students hunting in the library for their own sources and, indeed, deciding their own topics, just do not happen when everything is prescribed. A recent report (on an article by Ellen Langer in Journal on Teaching and Learning) in The Teaching Professor substantiates my point by suggesting that students actually learn better when we don't tie all the loose ends up by answering all the questions inherent in the material we teach. This is much

more in accordance with the European method of third-level education, I think, and may to some extent provide a means of improving matters here, from a number of points of view.

I have had far less time for research here than I normally have in Dublin, and this despite the fact that I have a similar formal teaching load and far less administration to do here. The reason is that the peripheral or service aspects of teaching (ie outside the classroom) seem to take so much time. I wonder if we would not be doing our selves and our students here a favour if we did less for them and had more time for other aspects of our academic lives. These other aspects are not confined to publishable research. New course preparation, keeping up with new developments in one's discipline, or broadening one's outlook by reading in other disciplines are all things in addition to research some of us would like to do. There should be ways of providing the time, in the context of our working lives at Rollins, for these less directly teaching related activities.

2. Administration. Far be it from me to add yet another voice to those already vociferous on the structures of governance at Rollins. Suffice it to say that in Dublin we have an explicit process of allocating administrative tasks. Attendance at committee meetings is clearly seen as part of each faculty member's work, and some tasks are offset by a reduction in teaching load. Thus those who do not do much administration must defend themselves at meetings at which this is an agenda item, by

showing that they have taught or researched more than others. I hasten to add that this is not a perfect solution, as some argue that they would have done more research, for example, if they had not had so much admin. to do. But at least it provides the Head of Department - or committee - with the opportunity to take all the arguments into consideration in the next allocation of responsibilities.

3. Research. Perhaps more than at Rollins, the other institutions I have worked in have demanded that research be done, and where appropriate, published. My feeling from talking to friends and colleagues in a variety of departments at Rollins is that while pleased that this is not a "publish or perish" institution, they would like to be able to do more research than they at present have time for. This situation may improve when members of faculty get the winter term off - at least having had a free month they will have had the opportunity to get research projects going. There may also be a possibility, through making explicit any playoffs between the three tasks, to make time available to those who wish for a period to do more research and less teaching, for example. Who is to decide? Well, in Dublin it would normally be the Head of the department, at least formally. In practice it would be one's departmental colleagues, particularly where extra work loads are the consequences. In Dublin, as elsewhere, a key factor in this decision process is the extent to which the proposed research would contribute to the teaching of the faculty member or the department as a whole.



A final comment, which relates to at least two, if not all three of the tasks of academics: we should communicate as much as possible with academics in other institutions in other parts of the country and in other countries. I have felt much more isolated from my research associates in other parts of the United States and Canada since coming to Rollins than I do in Dublin. In Dublin we have links to national and international computer networks that enable us to communicate, with long or short messages, articles in progress, new course outlines, etc., with colleagues almost anywhere in the world. Here at Rollins we do not even have a telex and with the much higher marginal costs of using the telephone and the constant awareness of budgetary constraints, one is practically cut off from an important means of improving oneself, one's department and the institution as a whole.